

LECTURER'S PROFESSIONALISM AND PERFORMANCE IN MOTIVATING NEW STUDENTS OF INTERNATIONAL PROGRAM IN BUSINESS:

The Case of X Business School

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ABSTRACT

This research is applied research that aims to give the student an understanding of the needs of the related recommendation related with motivate learning needs in business. See the learning interest of college students at present; using the method of studying such a presentation, it is reasonably effective yet to improve their understanding. The role of learning methods is an important thing to be a liaison between the approaches of delivery material lecturer with college students. The purpose of this study is to see how lecturer's professionalism and teaching performance in motivating new students on international program in business. The one of methods of innovation to help students is storytelling can understand the material, in a way that is easy to remember and simple. The author uses qualitative methods by means of interviews, observation and analysis of documents as well as the dissemination of the questionnaire in order to support the validity of the data. The main objects of the research are leaders, lecturer and new students of international program in business at X Business School. The scope of this research is on introduction to business and focus on methods of teaching performance. On the basis of the findings obtained during the study, the authors can conclude that not all of the lecturer who had a good knowledge can teach students well in the class and make an effective and innovative method is one of the interesting ways to be developed. Therefore, this various method of learning can be considered to be developed on this subject as well as other business courses.

Key words: *Business Education, professionalism, teaching performance, Learning Methods, and motivation*

INTRODUCTION

Since the 1990s, interest in the business training of university students in higher education institutions has been continually increasing. University leaders have begun to realize the importance of treating business as an academic training area. The focus of university higher education strictly on the training of future qualified employees has already proven insufficient given the country's needs (Lima, Lopes, Nassif, & Silva, 2011). There is evidence in the literature that business education has helped university students develop positive attitudes toward entrepreneurship and increased their positive perception of business viability (opportunity analysis) (Bae, Qian, Miao, & Fiet, 2014).

In short, the maximum use of skills and talents the perception of control over the future, the positive attitude toward learning new things and putting creativity into practice, fear of unemployment, personal values, the search for autonomy, financial independence, and self-actualization, plus the ideal of fulfilling a social mission, are further individual reasons that lead university students to take on their entrepreneurial career (Barba-Sánchez & Atienza-Sahuquillo, 2012).

Education in general known as a conscious effort and plan to create an atmosphere of learning in order to learners are actively developing their potential to have the power of spiritual, religious, self-control, personality, intelligence, character and nobility, and also the skills needed by them, society, nation and state. At the core of education is a conscious process to develop the potential of individuals that have intelligence of thought, emotional, character and skills to be ready live in the real life. Higher education institutions have acknowledged their responsibility to achieve teaching sustainability goals, as they play a major role in preparing future professionals (Filho, 2002; Woodruff, 2006).). Therefore, academic institutions are focusing on campus teaching sustainability as well as promoting teaching sustainability and education (Alshuwaikhat and Abubakar, 2008; Rose et al., 2015; Zwickle et al., 2013).

In the learning process, motivation is necessary. According Hamalik (2011: 161) motivation determines the level of success or failure of student learning. Learning without motivation would be very difficult to succeed. Therefore, someone who has no motivation in learning will not be possible to do learning activities. This is a sign that something that

will be done does not match his needs. Anything that interests other people does not necessarily interest other people as long as something does not match their needs. In contrast, According Kellough (2011) in teaching and learning activities, the role of lecturers is very important in encouraging student learning is to increase students' desire or student motivation to learn. In doing the task, it is necessary to understand the students well so that lecturers will be able to provide learning experiences from which students find something interesting, valuable, and intrinsically motivating, challenging, and useful to them. The different gap research makes researcher wants to know what makes them student motivated in learning. According to the S.P. Heyneman (2009) "faculty may model good behavior in terms of listening and understanding points of view which may contradict their own". The process by which norms might affect behavior is a topic of some importance. In this study focus on international program in business area in motivating their new students, also in lecturers' activity whose goal is training of high quality education, practical activities, and motivating the students.

LITERATURE REVIEW

1.1. Business education

Business education has the potential to provide more than just useful techniques to future business leaders but rather has the potential to transform students into well rounded citizens leading socially indispensable organizations for the sustainable benefit of their societies. This requires a much more holistic view of business which in turn rests on a better understanding of the nexus between theory and practice.

1.2. Student's motivation

Good lecturers are able to wheedle and motivate though there are lecturers who are strict, and emotional. There are studies that found that most lecturers teach according to how they have first learnt (Stitt-Gohdes, 2001) and how they were taught (Bailey, Berghold, Braunstein, Fleischman, Holbrook, Tuman, Waissbluth, & Zambo, 1996).

Does motivation matter? Research on student motivation is essential, playing a central role in research about learning and teaching contexts. Pintrich (2003) emphasized the significance of a general scientific approach for research on student motivation. He outlined some relevant future research questions, such as determining what students want

and what motivates them in the classroom, and whether they know what they want and what motivated them, and finally how motivation leads to cognition, including the roles of context and culture.

Motivation has concentrated on in intrinsic and extrinsic drivers which push buttons to create activity. The difference in students' motivation is well documented in the literature. As characterized by various authors, we note and observe two types of motivation, intrinsic and extrinsic (Morgan et al., 1980; Miller et al., 1998).

1.3. The way to motivate student by emotional intelligence

Development of knowledge has been traditionally associated with higher education. However, it is clear that both specialized knowledge and the skills for applying this knowledge in real situations, which are generally a lot more complex, should represent main targets of the educational process. Therefore, communication skills and skills of working in teams are very important (Ramaswamy, Harris and Tschirner, 2001).

1.4. Professionalism and Teaching performance

1.4.1. Professionalism

"A 'professional,' according to Ur (2002) "is someone whose work involves performing a certain function with some degree of expertise. But a narrower definition limits the term to apply to role such as doctors, lecturers and lawyers, whose expertise involves not only skills and knowledge but also exercise of highly sophisticated judgment, and whose accreditation necessitates extensive study, often university-based, as well as practical experience" The idea of professionalism originates predominantly from studies in the field of sociology in the 1930s (Hussey et al., 2010). These early studies emphasized professional values and activities within a social system (Noordegraaf, 2007). Tri Dharma College is part of the vision and mission which is the goal for all public or private universities in Indonesia. The demands on universities today are not only limited to the ability to produce academically measured graduates, but the whole programs and institutions of higher education must be able to prove the high quality supported by accountability. Factors that determine the level of success and quality of a college include the ability of lecturers in performing the task of Tri Dharma (Hidayat, 2013).

1.4.2. Teaching performance

When teaching is seen as the transmission of knowledge, it is generally highlighted that research helps teachers in mastering current developments in their discipline and they may, consequently, teach more up-to-date courses and promote a deeper understanding of the relevant topics. However, one could also think that research tends to be too specialized to enter into undergraduate courses and this could lead researchers either to offer courses at a too high of a level or to distort the curriculum toward their own research in detriment of a broader study program (Karagiannis, 2009). On the other hand, it has since long been argued that the process of scientific inquiry is the central organizing concept of learning, so researchers are better placed to motivate students, to develop attitudes of inquiry and to enhance research skills in students (Hattie and Marsh, 1996). Besides, according to Mustaqim (2012), in learning activities one of the psychological aspects to note is to generate motivation for students to learn. This motivation can be started by generating their learning spirit in the classroom.

METHODOLOGY RESEARCH

1.1. Research design

The authors designed this study using a qualitative approach. Qualitative approach is used so that the writer can know more about the object that will be discussed from this research. According to Neuman (2011), a qualitative approach is an approach with data collection techniques ranging from collecting in the form of words or images. The paradigm used is interpretive, the research has adopted field research (Bryman and Bell, 2011) and interpretivist (Saunders et al., 2009) approach, in order to investigate individuals' perception of themselves and what motivates them in their roles in their organization. It is important in the context of the research to develop an understanding of the lived experiences and beliefs of individuals about motivation (Mickecz, 2012)

1.2. Data collection method

In order for the data obtained from this study is valid, then the researchers used several methods for data collection. The methods are interview, interview, observation,

questionnaire, and document analysis. While the questionnaire used to collect data and as a media to measure the validity and reliability

Data that would be obtained, using the following methods:

3.2.1 Interview methods

Interview methodology is perhaps the oldest of all the social science methodologies. Asking interview participants a series of informal questions to obtain knowledge has been a common practice among anthropologists and sociologists since the inception of their disciplines. In essence, interviewing is a method of eliciting information. It is a “conversation between people in which one person has the role of the researcher” (Arksey and Knight 1999).

The author would interview 5 participants from total of new students (16) at X BS. In contrast, will be interview selected lecturers who have general course subject in the first year, such as introduction to business. Researcher interview 3 lecturers who taught new students in the first year and interview 2 leaders of X Business School.

3.2.2 Observation method

Gorman and Clayton define observation studies as those that “involve the systematic recording of observable phenomena or behavior in a natural setting” (2005, p. 40). The researcher may choose to write, or dictate into a tape recorder, her/his field notes, which can be categorized as observational, method, theory, and personal (Chatman, 1992). The key to a successful observational study is the quality of the data collected in logs and field notes (Polit & Hungler, 1987)

The authors done observation of student’s motivation; In this case the researchers used participant observation, namely data collection techniques which researchers conduct direct observation of the symptoms of the subject investigated. This technique researchers use to indirectly observe the object, in which researchers asked to their friend about students motivation joined international business program. So with this observe expected to be known more and more clearly about the students motivations.

3.2.3 Documentary analysis

This method is a method or technique of obtaining data on issues or variables such as notes, transcripts, books, data faculty, magazines, minutes of meetings, etc. This method is used to document the GPA, research and community service data at X Business School.

Data collection methods used to obtain primary data and secondary data are useful in answering the research question. Primary data obtained from informants through interviews. The secondary data obtained through written information, data and support literatures completeness of information on the study site.

RESULT OF RESEARCH

1.1. The effort by X Business School in improving the lecturer's professionalism and performance in motivating new student.

Every Business School has an effort to improve the lecturer academic professionalism and their teaching performance. For lecturer carrier, lecturer has three responsibilities which are authorized for learning, research and community service. In learning, the leader gives lots of support to develop their carrier. From the interview with the dean of X Business School about some effort which are given to the lecturer. There are from formal and informal side Mr. S has more reward than other lecturer. He has 12 times reward from many institutions. Likewise send lecturer to seminar, support them doing research, then the purpose of their research result can be implemented and can be told to the new student, eventually the student has extensive knowledge.

1.2. The professionalism of X Business School lecturers and their teaching performance in motivating new student.

As a lecturer, they serve as a role model to their students. Failing to act professionally sets a bad example and may also cause you to lose the respect of their students. Meaning professionalism in here is for their academic and language. And performance meaning is for teaching performance of X Business School lecturers in motivating international program.

As described in chapter II according to Petti (2002) argues that a lecturer should be responsible for developing their professional competence. Based on her personal experience and reflections, Pettis (2002) comes up with three important areas of

professional development for language lecturers: lecturers must constantly upgrade their knowledge and understanding of language and language learning; their professional interest and needs should change over time; and they should make personal and ongoing commitment.

Table 4.3.1.1 GPA of lecturers in five semesters

No	Lecturer	GPA odd semester 2014/2015	GPA even semester 2014/2015	GPA odd semester 2015/2016	GPA even semester 2015/2016	GPA odd semester 2016/2017
1	Mr. p	3,94	4,00	3,93	3,92	3,96
2	Mr. s	3,89	3,96	3,91	4,00	4,00
3	Mr. h	3,63	3,50	4,00	3,94	3,90
4	Mrs. N	3,76	3,89	3,95	3,91	3,96
5	Mr. s b	3,89	3,83	3,90	3,88	3,94
6	Mrs. r	3,60	3,88	3,87	3,87	3,83
7	Mr. d	4,00	3,73	4,00	3,94	3,98

Source: internal data of X BS

Data above shown that the GPA of the lecturer overall is good. All the lecturers have GPA above 3, means that their academic in learning is good. Researcher got the data from internal of X Business School.

the lecturer who taught the first semester on international program has done many researches either national or international. It seen that Mr. h has more research experience internationally. From community service data, can conclude that Mr. S has more experience with community service. Moreover, the GPA of Mr. s is 4 in 2015-2016. He was a speaker and master trainer in many places.

ANALYSIS

Here all the student's motivations of international program in business student interview:

Table 5.1.1 Student's motivation

Name of	Students motivation	Type of
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student		motivation
Edward	His English so fluently, and he is interesting with business and economy. He said he loves money, so he wants to be banker in finance position.	Intrinsic and Extrinsic
Annatasia	The student wants to get a job abroad, so that's why she chooses international program to practice public speaking in English.	Extrinsic
Inggono	He interested with dual degree program which can help him to find a job in the future, and he wants to be successful entrepreneur and work abroad.	Intrinsic and Extrinsic
Gusti ayu	She wants to develop and improve her English, and also want to find a job in multinational company and continue her study abroad.	Intrinsic and Extrinsic
Jerri	he wants to develop and improve his English, and he just wants to be successful entrepreneur that's all his dream	Intrinsic and Extrinsic
Febby	She wants to be an entrepreneur and wont tied with people or which means wont working for people.	Extrinsic
Reine	She thinks English is very important in the business world. This is the reason why she wants to improve her English, and after graduate she wants to be successful entrepreneur.	Intrinsic and Extrinsic
Theo	He wants to expand his economic knowledge in English and be one of the best entrepreneurs in the world	Intrinsic and Extrinsic
Vica	At first she wants to be a doctor. And she failed. Finally, she took international program in business forcefully because it is not her passion. Then she thinks wants to be an entrepreneur	Extrinsic
Jessica	She said she definitely wants to be successful entrepreneur and get a job abroad.	Extrinsic

Giovana	The student motivated by money, the reason is she wants to get a high salary. She is associated with tangible reward.	Extrinsic
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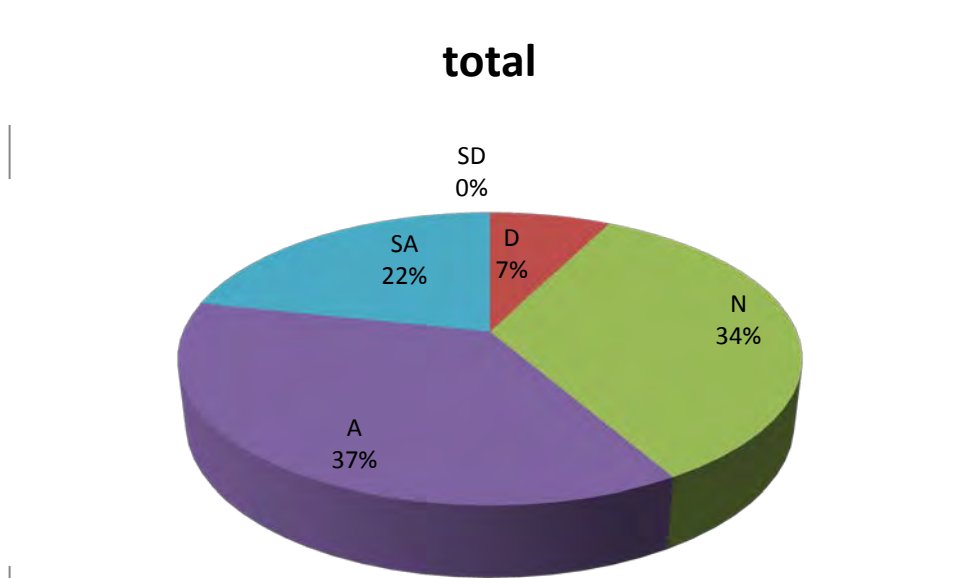
5.1. Data Analysis questionnaires

The questionnaire is divided into two parts, namely the delivery of material and material understanding. This is done to strengthen the data about the teaching performance that is delivered and to know the student's response in understanding the material presented. The questionnaire was distributed to 10 respondents of international program students. This questionnaire was conducted in introduction to business courses.

The reason for using this course is, because of the results of research data that has been discussed in chapter IV, the average student is still difficult to imagine the theory that has been submitted by the lecturer. For the atmosphere factor, rigid or not rigid, according to the students it depends on the approach of lecturers who teach. This is because the personality of each person is different so that it can affect the way of delivery of the material. Besides that introduction to business is the main subject to international program in business, so it is important to student.

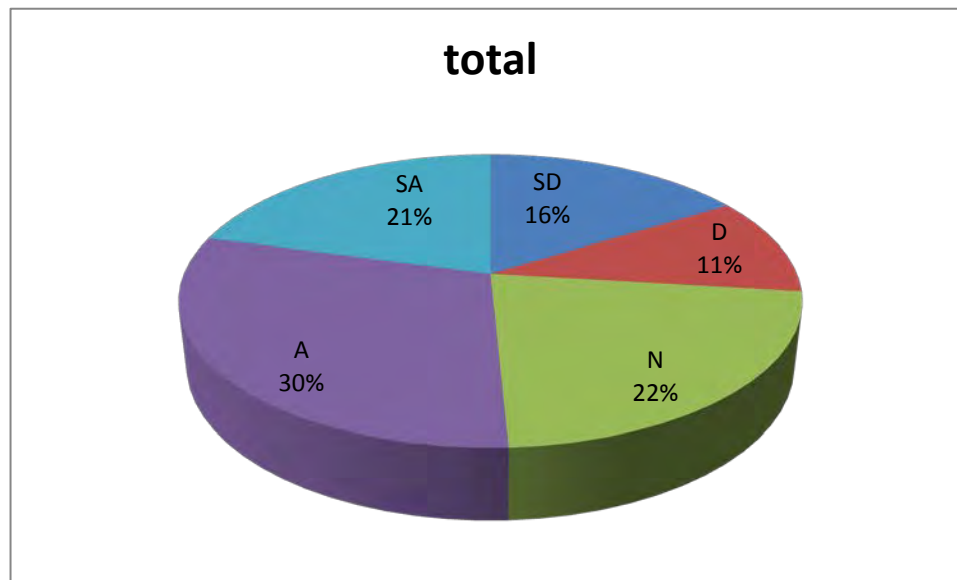
5.1.1. Results of Data Processing Questionnaire of submission of Material

- Material Delivery data Analysis



5.1.2. Material Understanding

- Material understanding data Analysis



**Figure
5.2.2.1**

Diagram respondent of Understanding of Materials

5.2. The lecturer improves their professionalism and performance to continuously improve in motivating new student in the future.

The existence of education aims to inspire learners to have the motivation to learn. Motivation is important from every individual. Without motivation in students as learners, it will be difficult for them to really understand the material they are learning. Motivation is an important factor in every human action. Motivation is what makes people willing to do something and determine the success of his/her business. That's why lecturer better to know the way to continuously improve in motivating new student in the future. Educators have an important role in making effective and efficient learning. One of them, educators must be able to choose the appropriate method for teaching and learning objectives can be achieved. This is done after recognizing the background and problems that suit with international program student in business at X Business School.

Here's the summary of lecturer professionalism and teaching performance in motivating new student with recommendation given.

Table 5.3.2.1 Summary of recommendation

Name	Mr. P
P&TP	He has had a attained a GPA upper 3,9 every five semesters. He has managed to get many grants and has experience as a presenter at a number of scientific seminars. He has conducted a number of research projects both nationally and internationally and he has conducted financial ratio analysis for a number of companies and consultants of SMEs.
S&W	He always presents material that is considered important using clear intonation, and prepares his material very well, uses language that is easy to understand by students when delivering. But his teaching methodology is lacking in variation and talks too long lead to a teaching method that students find quite boring.
R	<p>He uses multimedia technology as a more engaging and innovative teaching method, especially if used as learning strategy in a problem-based situation - giving the students a multimedia project to train them in this skill set.</p> <p>This would help the teacher in representing material in a more meaningful way by using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. The students are then likely able to learn better since they be using multiple sensory modalities which would make them more motivated to pay attention to the information presented and better able to retain the material.</p>
Name	Mr. S
P&TP	Similar with Mr. P; the differences being that has Mr. S more reward than other lecturers. He has twelve times the reward of many institutions. Mr. S has more experience in community service and uses a lecturer applied teaching method with variation in his teaching activities
S&W	He is able to raise the spirit of students in learning; His teaching

	methods are not boring with variations in his presentations. But he does not seem understand how to make students understand the material which his intonation is lacking leading to difficulty understanding exactly what he is saying.
R	He can focus on using a mind map. It is means of helping students make notes that use only key words and images, but with a mind map that can be used by teachers to explain concepts in an innovative way. Mind maps quick to make and much easier to remember and review than pure text notes because of their visual quality. Mind Maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to facilitate recall.
Name	Mr. H
P&TP	Similar to Mr P, the differences being; Mr. H has more research experience and has the lowest GPA in 2014-2015. He was a public participant in SMEs. He prepares his material before teaching, is on time but his intonation is unclear.
S&W	Mr. H has more research experience, He tries to guide students to find solutions to existing problems and tries to focus the attention of the students at awkward time (which leads to less and conducive learning environment,) to be on time. But he is very 'flat' when teaching making students bored and he is not really using clear voice when explaining.
R	He can use some humor in his lectures. Humor strengthens the relationship between student and lecturer, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material.
Name	Mr. D
P&TP	The same with Mr. P, the differences being; Mr.D has more experience as a presenter in scientific seminars, he was a financial trainer in the past. In delivering the material, he always focuses on the content that is considered important and prepares his material before teaching

S&W	Mr. D has more experience as a presenter. He is the one of lecturers who understands how to make students understand the material, he can be close with the student inside or outside class, but he is not on time and he talk for too long.
R	He can use mnemonics. He is not supposed to talk on any particular concept for a long time. Instead he can use mnemonics and the associated concept meaning in words. From here he can carry on using only words instead of full sentences, and once the students come to a basic understanding of the meaning of a particular concept then the teacher can explain in sentences
Name	Mrs. R
P&TP	The same with Mr. P, the differences being; she only carried out a few research projects - less than than other lecturers. She was a presenter, both at National and International conferences. She prepares her material before teaching, applies teaching methods and uses a variety of teaching activities but she is not always on time.
S&W	She had a good GPA, but she just done a few research. She prepares the material, and does some feedback during lessons (Q&A). Sometime, she does variation method in teaching but she not always comes on time.
R	She can focus on role playing and scenario analysis. In teaching accounting the role of the accountant can be made clear by the role playing technique. Invoices and bills can be given to students and then asked to assume the role of the accountant. Here real entries pertaining to transactions can be made by the student and this is more practical approach to teaching where theory is supplemented by proper practical application.

P&TP : Professionalism and teaching performance

S&W : Strengthens and weakness

R : Recommendation

- Conclusion

The main finding from the questionnaire results was that the lecturers did not use a wide enough variety of teaching methods. It is necessary for the lecturer to use various methods and manage their time effectively when teaching. For instance, in session 1, the lecturer could give a simple and interesting presentation, and then give the students discussion time followed by a question/answer session. Another class, the lecturer could share their experience through storytelling, which can be an easy way to remember the recall the material. Another method is the use of multimedia technology in problem-based learning environment - giving the students a multimedia project to train them in this skill set. Then there is the use of mind maps, using humor, role playing and scenario analysis, or the use outside activities. The use of a variety of teaching methods would make the material more interesting for the students while facilitating recall - especially as human beings have a variety of learning preferences.

In summary, it seen that the common problem with lecturers described are not always being present on time, lecturers who seem to not so very understand how to get the students to understand the material, talking too long, the lecturer being too busy, not being really close with students, not being clear when speaking and, critically, that the lecturer did not really varying their methodology across classes.

6.1. Summary of recommendations

Based on the results of research. lecturer's professionalism and teaching performance in motivating new student on international program of X Business School. The lecturer of X Business School has a good professionalism but not every lecturer can teach well during the course. This study considers developing more varied learning methods, multimedia technology as an innovative teaching and learning strategy, and also mind map, storytelling, case analysis, group discussions, games, debates, simulations, project assignments, outside class activities, teaching with sense of humor, etc. So, not just talk too long, it might be boring. Lecturer can use mnemonics words. Lecturer not supposed to talk on a particular concept for a quite long time. But to make it clear to the students, lecturer can just go on saying mnemonics or its associated meaning in words. Besides, lecturers can use storytelling method when giving materials. The development of this method can be considered as an effective alternative method to improve students' understanding of the

material more deeply through the concept of the story. Other than that, lecturer should be a role model to their student, discipline to be on time is very important factors, lecturer must also be 'fair' if he is late, must bear the risk, not go to class and must replace it at other times. If the lecturer is forced to be late, it is better to inform the student or the authorities first. In addition, it is necessary to conduct further survey to find out the students' learning interest in order to achieve the expected learning and teaching objectives.

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